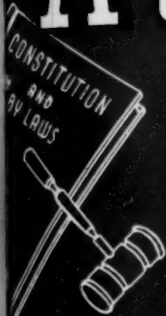


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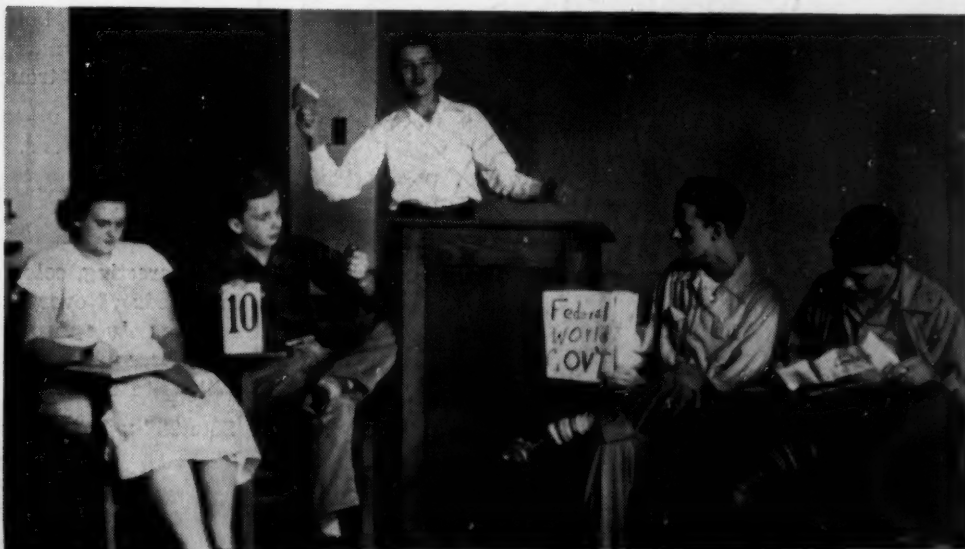


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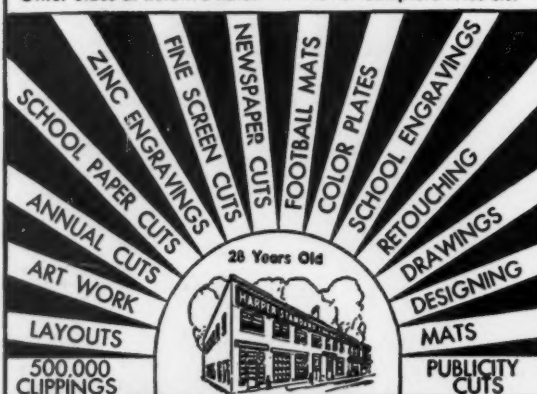
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School Activities

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As the Editor Sees It



Here's a "must" for you and your students—"The Big Slot-machine Swindle," by Norman and Madelyn Carlisle, in *Collier's* for February 19, 1949.

As we have suggested before, an assembly program which features the actual playing of two or three of these machines (confiscations from the local police department), with the chief of police as master of ceremonies and students as players and scorers, represents about the best anti-sucker education there is.

In many high schools there are "hams"—amateur broadcasters who talk with and listen to other "hams" all over the country, and even abroad. An idea for an assembly program?

A few weeks ago at a council convention we heard a student speaker say, "We have no social problem in our school, we have fraternities." A few inquiries later among students and teachers in that setting convinced us that what he should have said was, "In our school those of us who belong to fraternities have no social problem." Quite a different matter!

High school leadership is recognized in Columbia's new scholarship plan. Twenty-four national scholarships have already been awarded; of the student winners, six were presidents of their honor societies, nine were editors of student publications, and six were presidents of student councils or senior classes. And all 24 were members of the National Honor Society.

The National Commission of UNESCO has granted representation to high school students. The student representative will be chosen by The National Association of Student Councils.

In Kansas, basketball officials rate the schools at whose games they officiate on six items: court and playing facilities, attitude of coach, attitude of school officials, and dressing room and showers. These ratings are averaged and published in

The Journal of the Kansas High School Activities Association. A most excellent procedure!

An investigation of the "school news" appearing in 21 daily papers in a certain state showed the following percentages for the top four of eleven classifications: Sports, 55.4; PTA, 9.2; Student Activities, 7.9; Teachers, 7.6. The lowest figure was Honors and Awards, .4. It is our guess that a survey of school newspapers would reveal a similarly disproportionate emphasis.

A few schools have adopted the rule that no athletic, music, dramatic, or other printed program, or equipment used in the school may contain advertising. Newspaper and yearbook advertising are usually excepted. If you teach in such a school, why not write up your experience for us? We are sure that our readers would find it interesting.

Occasionally still, sorry to relate, the athletic coach appears to be the poorest sportsman in the school. Perhaps you have seen this bird, the one who rushes out, hero-like, to argue with officials, who makes faces, holds his nose, bangs his fist, pulls his hat down over his eyes, and makes other similarly childish gestures to show his contempt for the officials and their decisions. This is an old trick to shift attention from his own shortcomings. Happily there are not a great many of these groaners and grippers, but even one is too many.

The discussion of high school night football during the past year or two has been rather considerably on the "con" side. The "pro" side is presented by Paul M. Crafton in *The Clearing House* for December under the title, "Night Football Needs No Excuse!" A "con" article by Mr. Crafton, "No Pay for Extracurricular Activities," appeared in *The Clearing House* for January, 1948.

Democratic Education in a Time of Crisis

DRAMATIC events of the last few years have tended to focus our attention on the needs for a world view, for a global vision, and for international-mindedness. This is an urgent necessity, but it would be unwise to let this necessity blind us to the fact that America's leadership abroad rests heavily upon our strength and unity at home.

It is essential today that education come decisively to grips with the world crisis of mankind. No thinking person doubts that we are living in a decisive moment of human history. Atomic scientists, leaders in education, and some members of the clergy see the trends of events and are doing their utmost to make us realize how easily and quickly a world catastrophe may come. They know the power for destruction possessed by the weapons fashioned by man's creative knowledge. Furthermore, they realize that the scientific principles on which the destructive weapons are based, are no secrets to the scientists of other nations. And to the horror of atomic weapons, biological and chemical instruments are now being added. Moreover, they realize that America's monopoly of engineering processes involved in the manufacture of these weapons is not likely to last many years. The discovery and release of these new-found instruments of destruction has brought man within sight of world devastation just as truly as it has brought him in sight of an era of human betterment and the promise of a brighter future. Man can and must now choose which he will have.

The possibilities of this choice is the supreme fact of our day, and it will of necessity influence the ordering of educational priorities. Obviously it is a big job, and nothing less than a complete reorientation of our thinking will suffice if mankind is to survive and move on to higher levels. In a real sense, the future of our civilization depends on the direction education takes, not only in the distant future, but in the months immediately ahead. The crisis is admittedly worldwide, and therefore all nations need re-education to meet it. Our new position in international affairs increases rather

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than lessens our obligation. We can begin by doing something in our own country now—extend this effort and pattern to occupied areas in the hope that by so doing we will win the friendly cooperation of other nations.

Within recent decades, our democratic principles have been dangerously challenged by authoritarianism, and two world wars have failed to resolve this conflict. The issue of a free society versus totalitarianism is still very much with us. It is perhaps the critical, and supreme political, issue of the day. It is the faith and hope of the American people that the ultimate verdict in this conflict will go to that form of human association and government which best serves the needs and promotes the highest welfare of the largest group. A form of education that respects the dignity and worth of the individual—i. e., provides opportunities for each and every group, or individual in a group, to discover and develop his personality to the highest and fullest possible extent. We firmly believe that democracy in education and in government is this form, but we shall convince others only by demonstrations, not by words.

To preserve this democratic way, we must constantly seek to improve it. Surely this fact determines one of today's urgent objectives of secondary education. It should become a primary aim of all classroom teaching and more important still, of every phrase of institutional life.

The "Student Activity" program has as its prime purpose the discovery and development of individual talents, needs, and abilities. To discover, liberate, develop and perfect the intrinsic powers of every citizen of the school is the central purpose, and its furtherance of individual self-realization is its greatest glory. A free society is composed of free citizens, and men are not made free solely by the absence of restraint, but more by the functions of the mind and spirit. Freedom

flows directly from strength of character, firmness of conviction, and integrity of purpose. It is channeled by knowledge, understanding and the free exercise of choices, and discriminative judgments. It is developed through freedom of thought and conscience in action, not only in rights and opportunities but also in corresponding responsibilities and obligations.

No man can live to himself alone, expecting to benefit from social progress without contributing to it. Nor can any group in our society, organized or unorganized, pursue purely private ends and seek to promote its own welfare without regard to the social consequences of its activities. Democracy is more than a set of political principles and processes. It is a way of life—a way of thinking, feeling and acting in regard to association of individuals and of groups—one with the other. From these basic tenets have emerged the specific ingredients in the American idea of democracy. The idea of equality, rights, freedoms, liberty, and the obligations of the majority in power to respect and protect the rights of the minority group.

If our secondary schools are to graduate individuals who have learned how to be free, in the larger sense, they will have to concern themselves with the development of self-discipline, self-reliance, group approval, and group disapproval—with group concern regarding ethical principles as a guide for conduct, with group concern regarding sensitivity of injustice and inequality, with group concern regarding human motives, aspirations, discriminating appreciation, and with a wide range of human values reflected through the democratic spirit of cooperation and compromise. Obviously the magnitude and extent of this undertaking cannot be encompassed through or by means of the traditional classroom procedures alone. The basic tenets and implications of this program call for a larger vision and purpose coupled with a reorientation in procedures and administration.

In our relatively short span of educational history, we have made tremendous strides towards human understandings, equity, social justice, and freedom for all. We have deepened and widened our educational and social conscience. We have

come to demand and support social action designed to promote understandings and democratic cooperation and participation in the administration of student affairs throughout the better school systems in our country. Only by helping youth and teachers to see and comprehend today's democracy in the light of our vision of what democracy can be, will they come to really appreciate the size of the job that remains to be done.

Classroom teaching of the American traditions, however excellent, will not weave its spirit into the innermost fiber of students. Democracy must be lived to be thoroughly understood. It must become in all our teacher-pupil relations an established attitude and activity—a way for students and teachers to live and work harmoniously together—not just words in textbooks, or a series of slogans. A re-dedication to this way of thinking, living and working will necessarily involve the emotions as well as the intellect. Perhaps the first task for teachers in this respect is to inspire in our youth a consuming enthusiasm for this democratic way of life, and at the same time develop in them an active appreciation of the different cultures, races, and ideologies in our society. If, as, and when democracy forces ahead on the international scene, the heart of the matter then becomes a high regard for others, and this regard cannot stop short at national boundary lines. Obviously, education for peace is a condition of our survival, and it must have a high priority in all our curriculum planning, student organizations, and administration procedures.

In a world in which technology is acting as a solvent of our cultures—traditional practices, vested interests and time-worn method will have to be modified if contemporary civilization is to survive. Curriculum experts, teachers, administrators, and lay-leaders will have to help our citizens, both youth and adults, to move from the provincial, and insular mind, to a democratic and international mind.

The airplane and radio have wiped out the ocean barriers: they have brought us next door to our neighbors overseas. Foreign affairs are no longer foreign. Our new role in the international scene has come upon us so suddenly that we ap-

(Continued on page 215)

Personality Development Through Group Activity

MOST educators are agreed that a successful activity program is one which meets the student-felt needs. It is not often that titles or descriptions of clubs indicate that "this club places emphasis on the individual's knowledge of self, with evaluation of the assets and deficiencies within the person himself for a happy, useful, balanced life."

This student need was brought home to me most vividly the first time when I taught seniors a unit concerning careers and jobs. Students began to discuss the qualities which seemed most necessary for success in a career, on the job and in generally getting along with people. Then students began to come in after school and ask just how they might obtain some of the qualities which they felt they lacked. When agreeable with the pupils, we met in small groups and discussed the common problem, decided what factors were involved and in what order these factors should be considered. One of the common questions at that time was, "How may I be at ease and poised?"

A typical outline, evolved from the pupils discussions, follows:

- a. Characteristics and qualities of persons who seem poised
- b. Qualities, preparation, and factors probably present
- c. Formation of a list against which to check self
- d. Causes for certain deficiencies
- e. Means and methods of overcoming deficiencies
- f. Practice daily:
 - (1) correct posture
 - (2) neat appearance and good grooming
 - (3) study how to make most of good points
 - (4) study how to overcome poor points
 - (5) record of good health habits
 - (6) dependability and responsibility
 - (7) manners
 - (8) sincerity and friendliness
- g. Frequent opportunity

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- (1) to introduce friends and acquaintances
- (2) to introduce speakers
- (3) to speak before groups of contemporaries
- (4) to speak before out-of-school groups
- (5) to be present at social functions

- h. Continuous self-appraisal
- i. Frequent check up on self with others
- j. Practice in situations similar to those involving interviews for jobs
- k. Guided instruction in preparation of letters, applications, and forms
- l. Final consideration:

What can now be honestly said about me and my qualification for this position, career, job, office, or club?

Later as a counselor in a Central School, I found that students' statements of problems made it advisable to include items on the student data sheet which asked for checking or listing of topics about which the student felt he wanted more information, instruction or aid. These data sheets were filled out about the first week of school. Then there was ample time to consider the responses to these added items. From the study of responses the needs were grouped. The groups met together to consider the common problem. If a similar group was formed three semesters in succession, it was placed on the list of clubs regularly offered.

Sometimes there were different age groups and different sex groups studying the same or similar problems. Among the groups or clubs most frequently asked for were:

groups for self-improvement
manners at home
school
restaurant

house parties
a hotel
ways to eat odd or different foods
information concerning how to sit,
stand, walk
how to leave or enter a room
how to close a door
how to make introductions
how to help a lady on a bus
how to write invitations, the ac-
ceptance, or refusal
how to dress for different af-
fairs
how to tip, how much, when
how to order, what

dancing
improvement of appearance and
personality
how to be more socially attractive

During my work the past three years
as a service to students in connection with
the Guidance Department of the school,
the following clubs have been sponsored:

Personality Growth and Improvement
(Club)

30 Juniors and Seniors—girls

20 Freshmen—girls

Dancing Class—round

15 couples—mixed

Parties and How to Plan Them (Club)

20 Seniors—girls

Manners: Discussion Group

12 boys

Better Grooming (Club)

24 Freshmen—girls

Better Posture (Study Group)

11 Freshmen—girls

Clothes, Make-up, Hair-Dos and Me
(Study Group)

15 Seniors—girls

10 Freshmen

Other groups of two, three, four met
for a short time to study some smaller
problem.

Some of the activities which these
groups brought before the whole school
were:

A school-wide (seventh year through
twelfth year) survey concerning the
characteristics preferred in dream date
(from this check lists were made in
order of occurrence for individual self-
analysis)

Sponsored Movie: "Character and
Personality Plus"

Sponsored Movie: "Junior Prom"

Assembly Programs: Right and Wrong

Social Procedures in Common Situa-
tions

The Interview: How to get that job
or miss the boat

Some of the group activities which offer-
ed the necessary opportunity to practice
the improvement sought during the past
three years have been:

Bi-monthly tea for members

Semi-Annual tea for mothers of the
group members

Sadie Hawkins Party

Jinks Party

Pirates Party

Dinner for Girls of the Other Club

Trip to Hospital

Tour of Syracuse University

several classrooms

buildings

libraries

different types of living quart-
ers

luncheon at University Cafer-
teria as its guests

tour of guidance and deans'
quarters

Bus trip to Syracuse

tour of broadcasting stations

tour of department stores and
eating places to observe per-
sonnel, their jobs, and charac-
teristics

Dinner at Restaurant (featuring din-
ner music)

Theatre Party

Demonstrations to small groups

Introductions of School Assembly

Speakers and

Explanations of Assembly Programs

Talks to club at teas

to clubs at school

to parent groups

to out-of-school groups

to church groups

Someone will readily observe that some
of the topics are covered by some subject
matter course. For example, English in-
cludes letter writing; Home Economics
includes table-setting, and party-plan-
ning; Business Courses often stress good
grooming. Many students are not enroll-
ed in these courses. Even if they are
and state the need for more information,
it is necessary to give it. It is for the
pupil with the need that such service ex-
ists.

Some of the materials available include

materials for Girls Scouts, Camp Fire Girls, Girl Reserves. Among the periodicals which run a teen-age page there are:

Woman's Home Companion

Ladies' Home Journal

The Scholastic

Good Housekeeping

There are good teen-age magazines also: *Seventeen* and *Calling all Girls* are two popular ones.

For the study of clothes and the personality, *Vogue*, *McCall's*, *Mademoiselle*, *Holiday*, *The Highway Traveler*, and the pattern and dress sections of women's magazines were used.

The librarian in the school can probably list some books at once that are helpful in such study work. She can also provide lists of books to choose from such as: Emily Post's "Etiquette", Daly's "Personality Plus", Hepner's "It's Nice to Know People Like You", Edward's "Personality Pointers", Harmon Bro's "Let's Talk About You", Foster's "Marriage and Family Life".

Local, sectional, and Sunday newspapers run a page or part column too on questions of etiquette, personality development, and how to solve some of the problems of adolescence. These articles or features from the newspaper often served our groups as topics for discussion. The advice therein was often evaluated in terms of recent learning or the experience of group members. In either case it was stimulating and thought provoking.

From observation over the past eight years, it seems to me that there is value for the students who express these needs for the services of similar groups. This value can be expressed academically in terms of the Cardinal Principles of Learning. Such courses offer the individual the opportunity to become more secure through self-criticism, self-analysis, and self-improvement with the aid of the ever critical fellow group members.

Democratic Education in a Time of Crisis (Continued from page 212)

proach it with hesitation and fear, rather than with the exciting vision of its possibilities. Our thinking still bears the marks of provincialism, and we fail to perceive the rich advantages of cultural diversity. The major part of this task will still de-

volve upon the schools.

Because of the advances in natural sciences, the development of a social technology is an imperative today. Man's capacity to subdue nature to his will has far outrun his ability to understand himself or to reconstruct his social institutions. We have grown strong in the mastery of our physical world, but by no means grown equally strong in the ability to manage and direct the social forces—agents and agencies—that control and shape our lives. Hence it is imperative that we now find the will, ways and means, of reordering our organizations and institutions to the end of making our technology contribute to our well-being rather than to our destruction. We need to experiment boldly in the whole area of human relations—seeking to modify existing concepts, organizations, and institutions—to the end of discovering new workable patterns of human associations. We must bring our social and political skills abreast skills in natural sciences.

The decades ahead rest as much upon leadership in social inventions and social engineering as upon superiority in natural science. It is therefore the prime responsibility of our schools today to train personnel and inaugurate extensive programs in the areas of social science, social living, and social technology. We must plan with intelligence and creative imagination the course we are to take towards the kind of tomorrow we want.

To this end the educational task is not only the numbers to be educated, but the kind of education that is to be envisaged, administered, and evaluated. To the extent that our youth are to be invited in on the planning, administering, and evaluating the entire program will they willingly cooperate, comprehend, evaluate and enthusiastically support. Contrariwise to the extent they are denied this whole-hearted participation, will they continue to submit docily, conform passively, and accept in a lukewarm fashion the prescribed program of their educational seers.

The education of today and tomorrow must be an active process, dynamic in function, organic in aim, and vitally connected with the entire community. It must be conceived as a means of building personalities capable of adapting adequately. (Continued to page 218)

Just a "Real Boy"

SOME time ago my home state paper carried an inconspicuous mention of the death in the electric chair of a young man in his early 20's. I knew that young man. I remember when he was born, the only boy in a family of wealth and prominence. He was at least seven years younger than the youngest of his three sisters, and his father had always wanted a REAL BOY.

I remember when he learned to walk, how he would toddle up and down the aisles of our little church while the service was going on, helping himself to pocket books, prayer books, hats, and anything else which happened to be within reach, and screaming a protest if crossed in his desire. The father beamed as he agreed with his friends that the lad was "Sure a real boy."

He was in the first grade in the village school when he sat on Susie Brown and cut off one of the stiff little pigtails tied with a red bow. Susie's folks were terribly upset, but Susie's father was the garbage man, and Susie was not very bright, and after all it was just the sort of thing one might expect of a REAL BOY.

There were the successive Halloweens when the town shook its head over fences that were torn down, expensive shrubbery that was destroyed, and windows that had had bricks thrown through them, and all except those that suffered the loss let it go with the remark that you never could tell what boys would do next.

There was the time that he picked the lock on the door of his father's warehouse and treated all the kids in town with the pop and candy bars he found there. The father led the town in accepting it as a good joke on the old man. Yes, he was surely a REAL BOY.

When he started to high school he was in my freshman algebra class. To me, as to the rest of the teachers who had him in class, he was a definite nuisance to have around, but not really a bad boy, just one of those conceited souls who seem to feel that the whole world is always waiting in awed expectancy for them to perform.

CELIA E. KLOTZ

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Then there was the schoolhouse fire that started from a cigarette in the boys' lavatory. The boy admitted smoking there, even though he knew it was against the rules, but then every real boy goes through a period when he smokes in hiding. He didn't mean any real harm, and the fire was discovered before much damage was done. That episode had stirred up faint rumors of the reform school, and his mother was really worried. I remember the day she came up to school to talk it over with the superintendent. The boy resented being discussed and ran off. His father had to promise to buy him one of the old wrecked cars like the boys were driving, to get him to come back home.

The superintendent was quite pleased with the way he handled that interview. Those were the depression years, and no one could afford to talk himself out of a job, besides the mother had gone home relieved when he had assured her that it did not seem to matter what kids did or took in school, they all seemed to grow up into the same kind of people anyway.

I think he was a sophomore when a girl was waylaid on the way home from play practice and her clothing torn in the struggle. Even an influential family had trouble convincing the whole town that kids would get into scraps and that anyone's clothes could get torn in a fight.

Everything he did in school was a demonstration of how clever he thought he was. I remember commencement night, how he sat on the stage dressed in the traditional cap and gown, and shot paper wads out into the audience while the speeches were going on. Conventions, to him, were just something the REAL BOY should scoff at.

I left town about that time and lost track of him. Once in a while people I met would mention his latest escapade. He was a man now, but still up to the tricks that had been cute in a youngster,

just tricks you would expect from a real boy. He never did keep a job. His father arranged for a number of jobs among his friends, but somehow it never quite worked out. He couldn't stand not being conspicuous, and he was not good enough at anything to demand respect.

But somewhere along the line society changed its attitude toward his lack of control, and now he is dead, dead because he could not adjust himself to the live-and-let-live laws of the group, dead because society, in self-defense, had to get him out of the way to protect its own best interests.

Somewhere someone who has had authority over that boy has failed. Apparently, from the results, all of us have failed so far as he was concerned. Maybe, for the boy's sake, it should not have been funny when poor simple little Susie Brown went home with only one pigtail. Maybe the town was wrong in tolerating proper-

ty damage as a practical joke. Maybe a runaway should have come home because he was hungry and had no place to go, not because he would get a car of his own. Maybe it was just that he kept right on being a **REAL BOY** while others of his age were accepting the responsibilities and dignity of adults, or perhaps what a person does as an adult may not be entirely unrelated to what he does while he is in school.

I still meet an occasional "Smart Alec" in school, one who is persistent in his desire for attention at any cost. I still meet parents now and then who brag that their little Johnny ran the teacher right out of the school, or put one over on the cops now and then, and I remember the paper wads at commencement, and the two sentences in the newspaper with all the sorrow and suffering they implied, and I wonder.

Editor's note: This article was first published in *Washington Education Journal*.

Students Give Faculty a Vacation

IT was 9:15 a.m. at the University High School. A project which was initiated, planned, and organized by the student body was being carried out. There were approximately four hundred pupils taking the responsibility of conducting their school without a single member of the teaching staff, not even the office secretary, present. The only employed person there in any capacity was a janitor.

The project came about as follows: a few days before the final announcement of plans for a short Easter vacation, the president of the student council said to the high school principal, "I would like to have a general school assembly tomorrow morning". The principal asked no questions, but said, "All right, announce your meeting." At the assembly the council members, were on the stage ready for their proposal and challenge. The president said, "You pupils know that there is some question of whether we shall have an Easter vacation as provided in the calendar; we lost several days from school during February when the buses could not operate on account of hazardous road conditions. Our teachers have been work-

ing very hard this year. They all need a few days rest. Now, do you not think the pupils could run the school for three days without our teachers? How would you like to try it? Let's have some discussion of the question."

GEORGE H. COLEBANK,
*Principal University High School,
West Virginia University,
Morgantown, W. Va.*

After considerable expression of opinion by pupils in different sections of the auditorium, someone made a motion that the student body carry on school three days without teachers. The plan was approved unanimously. For the next few days, the student council and representative committees were busy formulating plans to take over the school at the appointed time. During this period of planning, two general assemblies were called for the presentation and discussion of the plans made for the enterprise. One of these assemblies resulted in a fine demonstration of a student body forum. The pupils had a problem that challenged their best thought and one that created a sense

of responsibility for doing a job of no mean proportions. They entered into it with zeal and earnestness.

The last day that the teachers were on duty preceding the period the students were to take charge, the president of the council, brought to the principal the complete plans the pupils had formulated for their administration of the school. They were approved as submitted, in full confidence and belief that the plans would be faithfully executed.

As a part of the plan, the council had prepared a form for a daily class report for each of the classes during the three days. Each chairman or leader was requested to make reports at the close of each day. This particular device was just one of the many that the pupils initiated in this new learning situation. The report for the class leader's comments and statements were on such questions as these:

1. Your opinion on the attitude of the class as a whole.
2. Was time in class spent profitably?
3. List any examples you may have observed showing leadership, ability, cooperation or anything that you thought might have helped to build "a finer school and working spirit."
4. How do you think the class has profited from this experience?
5. Impressions of various members of the class concerning the experiment.

Some of the comments chosen at random:
"Everyone worked hard on his contract."
"This project shows just what pupils can do without a teacher."

"The pupils are as studious as when the teachers are present."

"Andrew gave us a good story and many other excellent ones were reported."

"Now we know for ourselves that we are reliable."

"Everyone seems to agree that we worked today better than usual."

"Elsie was the only one who had a bad attitude."

"This project helps to prove what high school pupils are capable of doing."

"I think Mabel is a good teacher."

"One pupil in class who is usually disturbing isolated himself from the group and studied hard the entire period."

"The mathematics class would have gotten along better if the upper-classmen

had stayed away."

"We received help from Anna and Liberty. They can explain how to do some things in making our garment better than the student teachers."

These expressions are significant and challenging to the writer in that they re-emphasize and strengthen his belief in the ability of high school boys and girls in solving satisfactorily and with amazing success the problems arising within their own life situations and for which they assume personal responsibility. This project contained problems as interesting and vital to them as those life problems that any group in adult life meets.

The most educative curriculum material of the school is found neither in textbooks nor in beautifully planned and arranged courses of study and syllabi; neither is it found in fine equipment and expensive supplies. On the contrary, it is found in the daily life situations of the school. Many problems similar to the one just described are too often solved by teachers and administrative officials in a formal, traditional and routinized way, wholly isolated from the human and personal elements so vitally inherent in the natural setting of the problem. When administrators become keen enough to sense the many fine learning situations arising in the school and to fully realize that the problems involved are fundamentally those of greatest interest to the pupils, then the school will be charged with vitalized cooperative pupil-teacher-community participation in activities for the development of better ways of living.

Democratic Education in a Time of Crisis (Continued from page 215)

quately, reacting dynamically, to their customs, beliefs, traditions, institutions and environment. Perhaps a democratically conceived and operated program such as is reflected through our school forums, student councils, home room organizations, G. O. assemblies, etc. constitutes the best intellectual and social laboratories for discovering and developing the varying personalities, and at the same time providing social laboratories for the expression of the democratic principles upon which this society was founded, now rests, and must continue to be maintained.

Camping in Southern California

OVER thirty-five years ago, the Recreation and Park Department of Los Angeles first became interested in the possibilities of camping as a public recreational activity.

The first camp the record indicates was established on the beach at Corona del Mar and consisted of a temporary collection of tents designed primarily to handle the outings of boys and girls groups. However, the idea immediately proved popular, and the Department in the first year tried to meet the demand by supplying some outings for families. The following year (1912) the Recreation Department's camp was moved from the Beach to a location up in San Gabriel Canyon. This too was a temporary arrangement. However, the record further tells us that for two years this camp flourished and families found great joy in the outings offered. To reach the camp in those days of few automobiles, families traveled by railroad from Los Angeles to Azusa and then by four-horse "Tally-ho" wagon up the San Gabriel River to the camp site.

In 1914, thirty-two years ago, the department's first permanent camp was established. The site was provided in the San Bernardino National Forest at Seeley Flat. This beautifully wooded area on the North Slope of the San Bernardino Mountains, seventy-five miles east of Los Angeles, provided an ideal location for the establishment of a recreation service which since has been enjoyed by thousands of persons.

Along meandering Seeley Creek, close to the historic site of the San Bernardino Mountains first sawmill and in an area which once saw the excitement of a miniature Gold Rush during the days of '49, the Department built a picturesque camp. Permanent accommodations in rustic, single roofed cottages, each cabin designed to accommodate a few individuals or a family group, were built. Kitchens, a large rambling dining room, showers, an outdoor campfire circle, and a recreation lodge building were erected. Structures were set out amid the pine and incense cedars in such a way as to preserve the natural beauty of the location. Accommodations were provided for approximately two hun-

DR. PHILIP L. SEMAN, F.A.A.A.S.

*Honorary Chairman,
Chicago Recreation Commission,
Chicago 24, Illinois*

dred and fifty guests. At some distance removed in a sunny spot amid the big trees, a swimming pool was built.

For many years Camp Seeley flourished as a camp where individuals might go and enjoy a grand vacation at a very small cost, the fees being based upon a non-profit plan of operation. Organized recreational activities were provided for the enjoyment of those who used the facilities. There were camp games and sports, nature walks for children, handicraft, horseback riding, swimming, organized hikes, and other constructive daytime activities. In the evenings, the campers gathered inside the lodge building for many social activities such as dancing, games, amateur dramatics, music, and impromptu entertainment.

The success of Camp Seeley led to the demand for additional facilities, and in 1918 the Los Angeles Recreation Department opened a similar vacation Center at Camp Radford. Camp Seeley is in the western San Bernardino Mountains at an elevation of 4700 feet. Camp Radford is located amid the highest peaks of the eastern San Bernardino range, at an elevation of 6000 feet. Situated 90 miles east of Los Angeles amid great trees and on a mountain slope commanding a sweeping vista of the upper Santa Ana River Valley, looking across toward snow-crested Mount San Bernardino and 11,400 foot Mount San Geronio, this camp had had appealing beauty for those who love the rugged mountains, and as the attendance indicates, there are many in these parts that have abundant love for this kind of experience. Camp Radford's facilities are quite similar to those of Camp Seeley. Campers are accommodated in wooden cottages and again there are kitchens, recreation lodge, swimming pool and outdoor sports and game facilities. The program is very much like that provided at Camp Seeley.

A growing interest on the part of Los Angeles residents in the great High Sier-

ra country, which is the source of the city's Owens River water supply, led to the establishment of a third family vacation camp. This is located 338 miles north of Los Angeles, amid some of the most magnificent scenery to be found in the continental United States. The High Sierras at this point soar majestically to heights of 12, 13, and 14,000 feet, with their granite summits snow-capped summer and winter. Vast forests of pine fir and aspen spread across the lower slopes and there are necklaces of glistening blue mountain lakes, cool and foaming streams, and many other beauties. The region is famous for its points of interest, many formed by earthquake or volcanic action over the years. The region is also intensely interesting because of its history as part of the frontier period of the nineteenth century, and abandoned gold camps and ghost towns are places of great attraction to campers, particularly the young adults as well as oldsters.

The L. A. Recreation department located its Camp High Sierra close by the beautiful chain of Mammoth Lakes, in a forest of pines and on a slope overlooking the Mammoth Valley and the jagged peaks and snowfields of the Mammoth Crest. Camp High Sierra, the writer has been told, was designed as a smaller and more intimate type of family camp than either Camp Seeley or Camp Radford. The latter were built to accomodate approximately 250 at a time, while Camp High Sierra was designed for only 100 individuals.

Facilities, however, were quite similar except the high altitude of the Mammoth Lake country, 8400 feet, made it inadvisable to build a swimming pool. The camp program, however, was similar to that arranged at Camp Seeley and Camp Radford, except that sightseeing trips to the many points of interest in the vicinity, fishing excursions, long horseback trips, and even journeys by packtrain into the interior were popular added features. To aid campers in seeing all there was to see in the region, the Recreation Department provided a "rubber-neck" bus without roof or sides so that those taking the trip could be taken from place to place on half-day or one-day trips.

In addition to the three family vacation camps in the mountains, the Recreation and Park Department used the natural

wilderness beauty of Griffith Park right in the city as a location for two camps for children; one a girls' camp designed originally to meet the needs of girl organizations such as the Campfire Girls, Girl Scouts, Y.W.C.A., etc. As the demand grew, however, the Recreation and Park Department eventually found it advisable to operate its own outings, and has found that it can in this way serve a very large number of girls who otherwise would be unable to go on camp excursions. A boys' camp in Griffith Park flourished for many years in similar fashion to the girls' camp. During the depression period, however, the camp was loaned to the Federal Government as a haven for transient boys who at that time were flocking to Los Angeles in very large numbers. Later it became a C.C.C. Camp, and during the War was used by the Army as a Military Center.

Plans have now been made for the construction of three new children's and youth camps in the recently acquired Hollywoodland wilderness, an addition to Griffith Park lying to the west of the older park area. It is impossible to describe this area of nature's wonders. In spite of the fact that it is in the heart of the city of Los Angeles, for all intents and purposes it could be literally hundreds of miles away from "civilization."

In latter years the plan of operation for Camp Radford and Camp Seeley has changed, the writer has been told. Prior to the War, there was a growing demand for a camp which organizations could take over and use in putting on their own outings. Churches, clubs, lodges, young people's organizations and other agencies appealed to the Recreation Commission for such facilities. Experimentally, Camp Radford was transformed into this type of a camp. The plan of offering outings for individuals and families was abandoned, and organizations arranged to take over the camp for a week or two weeks during the season and put on their own outings, furnishing meals, staff, and recreation leadership. The role of the Recreation Department was to provide the facilities, the maintenance of the facilities and advice and counsel to the organizations in planning their programs. During the War it became virtually impossible for individuals or families, as we all know, (Continued to page 239)

An Elementary School Council Is Practical

As proof that a student council will work in an elementary school, I should like to point to the Bluemont Elementary School at Manhattan, Kansas. It has a well-functioning council, one that has grown out of several years of effort at preparing the faculty and students for this definite step forward in school administration.

Groundwork for this student council was laid by a former principal four years ago. During the four years, the faculty was given the idea and conditioned for carrying it out.

After an extensive study of student council work by a committee of teachers, and the presentation of the ideas gained by this group to the remainder of the faculty, the idea was presented to a few of the student leaders. This presentation was done in a casual way — in a way that let the students feel that the idea originated with them. Quite frequently instances were pointed out in which a student council could help the students gain some end which they desired. Enough time was allowed to elapse to build up a real desire for the council and a feeling that it would really be of benefit to them. Then the council was organized.

A constitution, written during the early days of the council, was developed by a committee of student council members under the guidance of the faculty sponsors. This constitution is quite simple, stating the purposes of the council, and the methods and frequency of election of members to the council. It also states the way in which faculty sponsors are acquired, how often the council shall meet, where and when it shall meet. Provision is made for a flexible program of activities. This constitution was voted upon and approved by the student body as a whole.

Two student members of the council are elected from each class room. Each member serves a term of two six-weeks periods, with a new member being elected each six weeks so that in this way there is always one experienced member from each class room. No special scholastic requirements are made of student representatives. Each representative is elected by the students,

BERNICE AVERY

Teacher Sumner School

Topeka, Kansas

with special emphasis on fairness and honesty,

The sponsorship of this student council is based upon a rotation plan among the teachers. Each of the ten teachers who constitute the Bluemont School faculty becomes a sponsor for a period of two weeks, with a new teacher becoming a sponsor each week. Thus it is possible to have one experienced sponsor at all times, as in the case of the student representatives. These sponsors are chosen by the principal without regard for the individuals' aptness or interest in student council work.

The student members of the council are not divided into permanent specialized committees, but are assigned to various committees as the need for these committees arises. In this way each council member is given an opportunity to serve on at least one committee during his term as a member. There are no standing committees of any type at any time.

The Bluemont Student Council started with a small program of activities in which success was fairly certain. The first activity consisted of setting up a system of hall and stairway monitors, who functioned during the passing to and from the building.

Another activity which was soon added and, like the monitor system, is still functioning is that of acting as leaders to make Bluemont School a better and safer school. School spirit has been developed to the extent that nearly all students are conscious of the beauty of the building and its surrounding grounds, and realize that to a very great extent they themselves are responsible for its continuing beauty. The students are on the alert for orange peels, waste paper, and other like trash which would clutter and mar the beauty of the school. Marking with crayons, pencils, pen knives, and the like on school property has been virtually eliminated because of the extensive campaign led by the student council. An active interest in beautifying the individual rooms has also grown out of this campaign. Students have

asked for and taken over positions as room housekeepers with the responsibility for maintaining orderliness and neatness within the classroom. They take turns, a week at a time, in various duties.

The Bluemont Student Council is back of the Safety Patrol. Older children help instruct younger children in safety measures and safety rules. The council has sponsored the showing of safety films to the student body as a whole. The making of safety posters and friezes has been sponsored by the council also.

Plans for the future are rather indefinite, but the children are responding so well to the responsibilities which have been given them that it is felt that they will go on to bigger and better activities for the years that are to come. A large fund of student leadership has been discovered and is being developed, the entire faculty is taking an active interest in the venture and making every effort possible to make it a success. One thing is quite certain — that the students gain some excellent experience for the present, for their junior high and high school days, and for their adult lives.

An Active State Student Council Association

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LAST November, the New Jersey Association of High School Councils held its Twenty-third Annual Conference at Princeton University. This well-attended meeting marked another milestone in the history of New Jersey's active organization. Over 1200 students and faculty advisers from more than one hundred secondary schools registered before the morning general session.

The eighteen discussion groups, held in the afternoon, were again the special attraction in the minds of the student council leaders. At these meetings, a student chairman presided, two student speakers presented different points of view on the assigned topic, then there followed a discussion period. Often the dis-

cussion had to be arbitrarily curtailed by the chairman at the end of the hour.

Traditionally adults are invited to attend all meetings but are discouraged from taking part in the discussions. The state conference is primarily organized for the students. Faculty advisers, principals, and other adult guests are present purely in an advisory capacity.

For 1949 these student officers will lead the New Jersey state student council association:

President—Thomas Myers, Millburn; Vice-president—Joseph Imbriaco, Thomas Jefferson High School, Elizabeth; Secretary—Ardia Kisling, East Orange High School, East Orange; Treasurer—Richard Levin, Clifford Scott High School, East Orange. Continuing as faculty executive secretary of the association is Mrs. Freda W. Marden, student council sponsor in Senior High School, New Brunswick, N.J. She is the only adult officially allowed to speak on the floor of the student business meeting.

Publicity concerning these conferences has been handled through various channels. In recent years, the host college has cooperated well in sending advance and follow-up stories to the Associated Press and special releases to the metropolitan dailies in three states. Individual councils have fed nearby newspapers many items of local interest concerning this state organization. Several magazines have run articles on the New Jersey association in recent years. The 1946 Handbook of the National Association of Student Councils carried an extensive report of a previous conference.

The student executive committee is now planning the next conference of the New Jersey Association of High School Councils. The time and place of that meeting has not yet been announced.

A great man shows his greatness by the way he treats little men.—*Thomas Carlyle.*

Genius is the infinite art of taking pains.—*Thomas Carlyle.*

Only free peoples can hold their purpose and their honor steady to a common end and prefer the interests of mankind to any narrow interest of their own.—*Woodrow Wilson.*

Commuters Don't Miss a Thing

Seventy per cent of the students who attend the Alfred Vail Junior High School are commuters. But they don't miss a thing in the line of what other schools term "extracurricular activities" even though their school-day must be confined to the 8:30 to 3:30 period. It goes without saying that this allotment necessarily includes time for curricular activities as well.

The key to solving the problem of giving these 7th, 8th and 9th graders a well-rounded program which would achieve, to as large an extent as possible, the goals set up for the junior high school was found in making the interval between arrival and departure of the busses, a full 7-hour school day with little or no "dead time" from start to finish.

Promptly at 8:30, not only the classrooms but the manual training shop, the home economics, art and music rooms, and the gymnasium are open and operating full-blast. Right through the noon-hour and on until the last busses leave shortly before 3:30 p.m. there is never a "dull moment."

The program, which includes dramatics and choral music, band work, clubs and school publications, did not come into being overnight, but rather evolved over a period of years through the co-operative, democratic efforts of administration, teachers, and students. It is closely supervised by the faculty, although through careful training many student representatives have been able to assume a large measure of responsibility.

When the necessity for finding time within the school day for a myriad of activities became clear about a decade ago, the first step necessary was the re-arrangement of the time-schedule from a seven-period day to an eight-period one. A lunch period and a morning and afternoon "homeroom" period, the latter of short duration, were also included.

By faculty agreement the "8th period" has been largely turned over to the music department to provide rehearsal time for the 75-voice choir and the 60-piece band, the total of which comprises approximately 50 per cent of the student body. About half of the remainder of the students have

JAMES M. LYNCH, JR.

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shown sufficient interest and ability in art, shop, and home economics to be organized into groups of "kindred spirits" meeting then.

The rest of the student body is assigned to "8th period" study halls from which they can be excused by special request of another teacher for extra-work or remedial teaching. Parenthetically, it should be said that the music groups have actual preference during this period, but that all other assignments are contingent upon students' keeping their work up-to-date. A simple request of "see me 8th period" from any teacher cancels all but the music privilege of any student for that day.

The noon-hour program is under the control of the student council and consists largely of organized play on a home-room basis. During the Spring and Fall, softball leagues, in which both boys and girls play on the same teams, are run and horseshoe pitching and ping-pong tournaments are conducted. In the winter, when activities are necessarily confined to the gymnasium, two days a week are devoted to play in volley-ball leagues (again of a co-ed nature), two days are set aside for dancing, and the fifth is for "special events," usually short movies, talent shows or square dancing.

This everything-within-the-framework-of-the-school-day schedule also provides for an hour's club program once each week. These clubs are truly high points in the lives of the students, ranging from leathercraft to kayak building and from bowling to travel. The last group, incidentally actually piles into cars provided by the faculty-sponsors to visit leading industrial plants and points of scenic interest or historical value. On days when no trips are planned—because of poor road conditions, for instance—this club studies "how to travel" through such down-to-earth topics as "the art of tipping", "manners in public", "dining in" (Continued to page 239)

ASSEMBLY PROGRAMS

for April

The purpose of the assembly in the modern secondary school is to provide educational experience for the students comprising the audience, not just those who participate on the stage. The assembly is a social laboratory—a different learning situation—giving the student a social experience not secured in any other fashion.

The assembly, as it exists today in the better secondary schools, is the heart of the school. Here are some of the services which it renders:

1. Develops school spirit and unity.
2. Gives guidance and orientation.
3. Supplements and motivates classroom work.
4. Aids in administrative procedure.
5. Develops those habits and attitudes of an intelligent audience.
6. Assists in the formation of intelligent public opinion.
7. Provides students a medium for the expression of their interests and activities.
8. Enriches the student's cultural background and stimulates his thinking.
9. Gives opportunity for students to practice the qualities of a good citizen in a democracy.
10. Develops student initiative and resourcefulness.
11. Trains students to be good listeners.
12. Interests students in topics of importance.
13. Stimulates the development of the aesthetic sense of pupils.
14. Affords the school an opportunity to recognize publicly worthwhile achievements.
15. Promotes intelligent patriotism.
16. Encourages cor-relation of school and community interests.
17. Develops loyalty and gives students a feeling of belonging.
18. Teaches emotional control, self-discipline, and sense of values.

PROGRAM SUGGESTIONS FOR APRIL

Week of April 4-8: Pan-American Assembly Program.

This year Easter Sunday comes on April 17. Pan-American Day is April 14. These two events supply the themes for assembly programs in a great many schools. It is suggested that the Pan-American assembly be held during the week of April 4-8, and that the Easter program be presented on Friday, April 15.

Following are some ideas and sources of in-

C. C. HARVEY

formation for Pan-American assembly programs:

Dramatic presentations. Plays, pageants, and skits may be written by students or borrowed from the Division of Inter-American Educational Relations, U. S. Office of Education, Washington 25, D. C.

Quiz programs. Successful Pan-American assembly programs modeled on the "Quiz Kids" radio programs have been reported from several schools. The questions used are related to affairs of the 21 American republics. Students can prepare their own questions based on their readings and class work.

Films. Schools may borrow films of educational value, appropriate for Pan-American programs, from almost any film library.

Flag ceremony. Large flags of the American republics make an impressive ceremony for the assembly room. Arranging the flags on the stage can be made an impressive ceremony. Appropriate music usually accompanies the entrance of the flags.

Topics for talks and discussions. Write to the Pan-American Union, Washington 6, D. C., for free bulletins and materials for use in finding important questions dealing with inter-American relations.

Messages from students in other American republics. Many schools exchange messages and tokens of friendship with student groups in some of the other American republics. These are sometimes read during the assembly program.

An illustration of a Pan-American assembly program has been contributed by Miss Marion W. Van Saun, Teacher of Spanish, George Washington High School, Alexandria, Virginia.

A very interesting and colorful assembly was given by the Spanish classes of George Washington High School, Alexandria, Va., during Pan-American Week. Among the students in the Spanish classes, there are a number who were born and have lived for several years in a Spanish-speaking country. We have representatives from Mexico, Costa Rica, Panama, Chile, and Brazil.

The assembly was originated by a student director, chosen by the students, and her commit-

tee, with the co-operation of Spanish classes. It was given in the form of a radio broadcast, with a student announcer and master of ceremonies. Students who had lived in Spanish-speaking countries were interviewed by the master of ceremonies on subjects of special interest to the student audience, such as: bull fights, holidays (fiestas), sports, schools and school activities. They, also, spoke of customs typical of the country in which they had lived and of contrasts between that particular country and ours.

A chorus opened and closed the program singing "America" in Spanish. The girls in the chorus were dressed in gay skirts and blouses, with colorful scarfs and wore flowers in their hair. The boys wore sarapes, bright scarfs, and sombreros. They supplied the musical entertainment and native atmosphere. There were several musical selections in Spanish and solos by students selected from the chorus. Some of the songs used were: "Cielito Lindo," "La Cucaracha," and "Solamente una vez." A setting of colorful Pan-American flags formed a perfect background for the choral group.

The "Mariachos" or street-singers gave an added musical treat. They consisted of boys and girls from the school orchestra playing such instruments as violin, guitar, and clarinet. They played a group of Spanish songs, among which were "La Paloma" and "El Rancho Grande." The guitar player captivated the audience with his playing of Spanish ditties from Panama.

The final part of the program was a narration of an old Spanish legend, with several of the students supplying the conversation in Spanish. The student audience was keenly interested. They were eager to know how our neighbors to the south live and, also, how the daily activities of the Spanish-speaking students differ from ours.

Week of April 11-15: Annual Easter Assembly Program.

An assembly program of a somewhat semi-religious nature for sometime during the week before Easter Sunday is traditional in a great number of schools. Below are accounts of programs presented in two schools in observance of the Easter Season. The first, entitled "A Novel Easter Program," was submitted by Mr. Hermann A. Ziel, Principal, Arsenal Junior High, Pittsburgh 1, Pa.

A novel Easter assembly was presented at Arsenal Junior High, Pittsburgh, Pa., on Friday, March 26. The entire program was a broadcast about the Arsenal family. There were three sections: a family scene, a church tableaux, and a quiz program.

The opening scene was announced as a daily dramatic sketch. When the curtain opened, the members of the family were discussing the programs each member wanted to see and hear on the family's new television set. The next two scenes were the programs which the family selected, a sacred music one and a quiz broadcast.

For the two "television" broadcasts, the announcers read introductions and the curtains were drawn again. The sacred music program showed a series of scenes while the chorus sang or scripture was read. The scenes were: a rose window, an angel speaking to two women, and an angel praying. The chorus sang three Easter carols and "Ave Maria." This section was ended with the announcer saying, "And now the Arsenal family is tuning in 'The Rustles of Spring' program." When the curtains were drawn, there were contestants, an announcer, and singers on the stage. Contestants were asked questions about Easter customs. The singers were called on, and two girls sang "Alice Blue Gown," while a third girl posed in a blue gown. After more questions, a quartet of boys sang "The Easter Parade." The entire program ended when the Arsenal family appeared again to comment on their two "television" programs and wish everyone a Happy Easter.

Scripts were written in the English class which edits the school paper as a laboratory workshop. The speaking parts were taken by members of this class. The chorus was made up of two classes of eighth-grade girls. Singers of the popular songs were ninth graders. Scenery was painted in art classes. All rehearsals were during class time except for two homeroom periods and one class period on the day of the program.

Following is a report of another Easter assembly. It was written by Mrs. Mildred S. Boyington, director of assemblies, Roosevelt High School, Portland, Oregon.

Is it possible to present an Easter program that is not trite, yet is dignified and does not offend any creed? This is the problem that faces us at Roosevelt High School in Portland, Oregon, particularly since it has been traditional for a boys' organization, the Hi-Y to sponsor the presentation.

In the past, the boys have felt that any subject that savored of religion should be handled by a minister. Hence, they rotated the faiths and asked their respective pastors to deliver an address. This was not satisfactory, mainly because the club did nothing for the program for which it was given credit. Therefore, it was decided that the group itself should handle all the speaking including the Invocation and Benediction. The titles of this year's speeches were

"Easter Week," "Holy Week," "Superstitions of the Easter Season," and "What Easter Means to Us." By insisting that the boys assume the responsibility, it has been noted that they, themselves, have a deeper sense of pride in "their program" and have developed an understanding of the mechanics of program-building.

Another innovation of which we were especially proud was the establishment of audience appreciation for, and participation in, this type of program. Feeling that there should be a different approach to a serious program than the usual pouring helter-skelter of students into the auditorium, they were asked to return to their Registration Rooms before assembly. Here an attitude of reverence and dignity was inculcated, and the students proceeded quietly to the auditorium, where they filed into seats assigned especially for this occasion, (after all, it is the attitude of the audience that brands a program as a success or failure!).

The stage was simply arranged with lilies and potted plants banked on each side of the stage and surrounding the microphone in center stage. Probably our most difficult problem was to arrange the stage with decorations, a club of twenty-five boys, and a musical organization of some seventy voices. This was effected by dividing the Hi-Y boys who formed two lines in a procession from the rear of the auditorium to two rows of seats arranged on the apron right-center and left-center. Then, when the curtain was slowly opened, it was climactic to see the boy singers in their white serge coats sitting in the form of a huge cross flanked by the sopranos and the altos who were dressed in black.

The orchestra played the Prelude and the Postlude under the direction of Mr. C. Verne Preston and vocal music numbers were furnished by the Mixed Chorus and the Choir under their director, Mr. Jess Foster. This music, in addition to aforementioned speeches, the Invocation, and the Benediction gave us a well-balanced program.

This assembly recognized no creed but the teachings of Christianity; consequently, it offended no person or religion and was a combined effort to further the ideals of brotherhood and peace.

Week of April 18-22: Fashion Show Assembly Program.

Fashion show assemblies have become so common that no introduction is necessary. Below are two illustrations of fashion show programs which seem somewhat unique and may contain new ideas. The first was submitted by Miss Edna M. Engle, Principal of the Clara Barton Vocational High School, Baltimore, Maryland.

Annual showing of the work of the Dressmak-

ing, Design, and Millinery departments of Clara Barton Vocational High School, though modeled in the school auditorium, transported the audience to a fashionable Baltimore hotel, the description of which is as follows:


The front of "The Sheraton-Belvedere," with revolving doors, marquee of green and white stripes, windows showing venetian blinds, typical green window boxes, stood at the end of one of Baltimore's fashionable thoroughfares. This thoroughfare was no less than the center aisle of the school auditorium on which street lamps were placed at intervals, and spectators flanked the sides in longitudinal rows.

Street music floated on the air, which was saturated with spring. A genial policeman swinging his stick, was seen strolling leisurely toward "The Sheraton-Belvedere." He was closely followed by the "newsie," hop-scotching on the cement between sales of the noon edition, as he was on his way to unload the bulk of his papers on the "lounge lizards" just inside the hotel doors. A sedate doorman guarded the elaborate entrance. Since business had eased a bit during the luncheon inside, he was delighted to swap yarns with the Police Department and joke with the newsboy.

The announcer, in the role of reporter from the daily press, came breathlessly from the side street, and was told by the doorman to "Stick around, as the 'Who's Who' would shortly come and go in close proximity.

The reporter was at a vantage point, the policeman was propped against the building nibbling at a juicy red apple, the doorman was at attention, as the luncheon guests, singly and in groups left the hotel. The reporter's comments on the models served as descriptive material for the audience as well as news for her daily fashion column. It was definitely the 1948 "New Look," suits, toppers, sport dresses all depicted it—nothing but the newest and smartest coming and going here—even to the Mother and six-year-old who love to dine with Daddy—convinced the audience that turn about is fair play in meal service.

An intermission in the modeling provided time for the reporter to dash away for a bite of lunch and thus permitted typical street scenes to ensue. The little old lady who offered her



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dead flowers at a premium approached pedestrians who bought her pitiful and paltry wares, the "newsie" called the five-star-final and the policeman delighted the doorman with gossip of the "beat". The reporter returned to have her spirits revived with the "hot tip" from the doorman that a high tea was scheduled for one of the seasons most attractive debutants.

Guests arrived at the hotel from various locations on the Avenue, gracefully modeling their 5:00 p. m. creations for the spectator audience before entering the door of "The Sheraton-Belvedere."

They passed in parade—short sleeved, long sleeved, thick and thin, printed and plain, from the demure to the exotic, all dressed up and plenty of places to go. Darkness fell and the lights of the street lamps glowed and the sound of gaiety within seeped through the crevices of the hotel doors and windows merging with the music of the street.

"Extra! Extra!" called the newsie. Here was a real shot for the reporter and her photographer lurking close by. "If all interested by-standers will remain, they will witness a real "scoop" for the press. The season's most talked-of wedding reception was booked for the Gold Room. The hotel became a real Baltimore night spot—music, laughter, and the air tense with anticipation. The reporter felt compensated for her long vigil and suddenly the marquee covered a bevy of beautiful and excited guests who awaited the "get away" of the Prince and Princess Charming whose escape to a waiting cab was to be made very difficult by a cloudburst of rice.

The final was a riot of color, (designed and made by students), tempered by the white-satin'd loveliness, of a brunette bride and her top-hatted spouse, who lingered long enough to be photographed for the morning paper. Their get-away was delightful and thrilling to the audience who added their "God Speed" and applause.

The hour was late, the doorman took in the door mat, the whistle of the policeman as he wound his weary way to his "missus" left the last strains of "For me and My Gal" hammering on the heart strings of all who viewed "The Sheraton-Belvedere."

The second illustration, entitled "Fashions Then and Now," comes from Theodore Ahrens Trade High School, Louisville, Ky. It was submitted by Miss Adele Dorsey, who prepared the script for the program.

"Fashions Then and Now," presented by the dressmaking classes at a spring assembly, was voted by our student body one of the three most outstanding programs of the year. Costumes

from the collection of the Related Arts Teacher and those contributed by students and other teachers traced the history of fashions from 1870 to 1948. The dress of today included a wedding party, evening gowns, and spring costumes for both adults and children, made in the dress-making department. Grouped to show contrast to present-day styles were riding habits of the "Gay Nineties;" coat suits of the early twentieth century with appropriate hats, bags, and even umbrellas; dinner and evening dresses of the '30s; and a charming garden party group of World War I era.

This was one of the few fashion show assemblies presented in our school in which the boys were interested, or for which they expressed much enthusiasm. The text outline of the program follows:

Bible Reading.

Salute to the Flag.

Singing of "America."

Riding habits of the "Gay Nineties" and today—Two girls.

Coat suits of the late nineteenth and early twentieth centuries—Five girls.

Modern coat suits—Five girls.

A modern three-piece cloth suit and three charming dresses—Four girls.

Afternoon costumes of the early twentieth century—Five girls.



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Editor, *School Activities*

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Modern afternoon costumes—Four girls.
 Dinner dresses of the 1930's—Three girls.
 Evening dresses of the same period—Five girls.
 Modern white embroidered taffeta—A girl.
 Dresses for a garden party with hats of the period 1920-1925—Nine girls.
 Three bridesmaids—1st girl, blue taffeta; 2nd, pink moire taffeta; 3rd, aqua taffeta.
 A modern wedding dress—A girl.
 Flower girls.

The program was accompanied by appropriate music. The key to success of the program was the contrast of styles now and in former days.

Week of April 25-29: Demonstration of Spring Sports Assembly.

This department has published several illustrations of demonstration and rally assemblies connected with football and basketball. It would seem that spring sports should merit the recognition of a program. Accounts of two such programs have been contributed by Pekin Community High School, Pekin, Illinois, where they were presented. The first entitled "Get Set! Go!" on track and field sports was written by Ken Oberle of that school. The other, on baseball and called "Strike Three!" was written by Gordon Leach of Pekin High.

"Boy, Mr. McKenzie put on a swell show this morning!"

This is typical of the student reaction to the track and field demonstration assembly presented in our gymnasium last spring. It was made as much like a real meet as possible, with track men running, hurdling, jumping, vaulting, putting (a softball), and throwing (imaginary discus) as Coach McKenzie explained the events over the public address system.

After an exciting dash, which ended in a thrilling photo finish, came demonstrations of the form used in longer races. Then the students were shown high and low hurdle techniques. This and the following exhibition of different styles of high jumping brought applause from the students. Perhaps the greatest thrill was provided when Pekin's ace vaulter demonstrated his specialty.

These performances were followed by a question and answer session, during which scoring systems, high school and world records, false starts, etc., were discussed.

Following is the report on the baseball demonstration assembly:

Probably the most commonly-heard expression at a baseball game are: "Kill the ump!" or "Give the bum a rule book!" These remarks are usually made by fans who, though either ignor-

ant of the rules or in no position to see the play correctly, are always ready to jump on the umpire. To combat this situation, and also to give Pekin students an appreciation of the finer points of baseball, our high school devoted a spring assembly program to America's Number One Sport.

The first thing was an explanation of the general plan of the game—innings, outs, balls and strikes, etc.

Then came batting—the correct way to swing, the way to bunt (with an explanation of the sacrifice bunt and its purpose), etc. Having got our man on base, we then discussed base-running, with a demonstration of sliding, how and when to steal, when to run on fly balls, and taking a lead.

Now Pekin will go on the defensive. How does the catcher signal the pitcher? When does the catcher throw to bases? What is interference with the batter? After this, came the part on pitching, which included the wind-up, pitch, and follow-through on each of the different types of delivery, how to pitch with men on base, and an explanation of a balk. Finally there was a brief demonstration of how to play the infield and outfield positions.

During the question period, we were asked to explain double plays, what constitutes an error, why batters sometimes run after a third strike, why Pekin didn't get credit for a run when the runner from third crossed the plate before the third out was made at first, why some runners have to be tagged and others don't. This went on until the bell ended the assembly period.

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News Notes and Comments

The Ohio High School Athlete, in its February number, publishes a letter from a member of Ohio State Championship Team of 1910, describing basketball as it was played 39 years ago.

INTERESTING COURT DECISION

The New York Appellate (Supreme) Court in *LaValley vs. Stanford* (New York 1947) 70 N. Y. S. 2d. 460 ruled as follows on the liability of a teacher. This ruling could as well apply to a coach, principal, etc. The ruling is interesting and if it should be accepted generally would place a responsibility upon coaches, etc., heretofore not recognized.

THE LIABILITY OF TEACHER—A high school pupil was engaging in a boxing match with another pupil under instruction and in the presence of a physical education teacher. It was a required physical activity of the school. During the course of the match one of the pupils received a blow on the temple and, as a result, sustained a brain injury. He sued the teacher and recovered a judgment. The appellate court affirmed the judgment, holding that the teacher failed in his duty to exercise reasonable care to prevent injuries and to warn the pupils before permitting them to engage in a dangerous activity.—*Wisc. Interscholastic Athletic Ass'n Bulletin*

The school newspaper's persistent problem and recurring demand for a "gossip column" is treated by Corinne Turnage with "Twelve Substitutes for Gossip" in the February number of *Scholastic Editor*.

"Lets Organize" is a new manual just published by Allied Youth in its program of alcohol education.

"The Student Council in Junior High Schools of Texas," by Dahlia Terrill, appears in *Texas Journal of Secondary Education*.

"Student Participation in Government in a Teachers' College," by Clara M. Thurber, appears in the January number of the *Bulletin of the National Association of Deans of Women*.

According to an early report on the N F L debate topic preference poll, Federal Aid to Education is leading the field and will probably be selected as the one for next year.

Over 500 letters were written to the editor of *Youth Leaders Digest* in answer to his question, "What should we look out for in the commercial sponsorship of youth projects? For suggestions that resulted from that appeal, write *Youth Leaders Digest*, Peekskill, N. Y.

When it's report card time in Atkins, Ark., the boys and girls show more concern about their grades in citizenship than in their high school subjects. These grades represent the majority opinion of the student council and faculty concerning each student from seventh through twelfth grades, both inside and outside of school.

—*South Carolina Education News*

FUTURE HOMEMAKERS PUBLISH NEWSLETTER

First printed edition of the monthly newsletter for the Washington Association of the Future Homemakers of America was printed in November. The four-page publication contained an article on the first national convention of the organization, a report on regional meetings and news from individual chapters.

In a period of three years the Washington Chapter of the Future Homemakers of America has grown until it now includes 2,345 members. Total enrollment in the nation is 217,171.

Midland Schools—official journal of the Iowa State Teachers Association—presents both sides of "Shall It Be Festivals or Music Contests?" in its January number.

The Minnesota High School League has recently published a committee report on "The All-Star Football Game"—its history, policies, arguments for and against, and recommendations. The League's address is 312 Plymouth Bldg., Minneapolis.

The Educational Press Association of America has published its list of the 10 biggest education stories of 1948. Item seven was rather startling. It reads:

"Intensified struggle between labor and management for control of education and the mind of the student—witnessed by intensification of school relations programs of the National Association of Manufacturers, U. S. Chamber of Com-

merce, AFL and CIO."—From an editorial in S. Car. Ed. News

The Journal of the National Association of Secondary School Principals, January 1949, presents "Characteristics of a Good Student Council," by Wilson H. Ivins, Assistant Professor of Secondary Education, Indiana University.

The four hundred students at Suffolk High School, Suffolk, Virginia, decide what clubs shall be formed each year by submitting an interest questionnaire and then joining one club of their choice. Clubs this year include four Hi-Y's, two for boys and two for girls, a Dramatic Club, a Wranglers Club, a Hobby Club, a Distributors Club, a Future Homemakers of America Club, and others.

"Student court operates well" is the substance of a report in the February number of *Idaho Education News* on a student-government project of the Aberdeen (Ida.) High School.

Educators, civic leaders, and others interested in civic betterment through music may receive a how-to-do-it manual just published by making request to American Music Conference, 332 So. Michigan, Ave., Chicago 4, Ill.

North Carolina Federation of Music Clubs has announced its annual convention to be held at Asheville, May 11 to 14.

From Our Readers

Editor, School Activities:

We are planning a handbook and should like to have copies of some of those published. Will you help us by publishing this request?

William S. Frantz
Department of Physical Education
University of California
Los Angeles 24, Calif.

Gladly. And readers, will you as gladly send a copy of your handbook to Mr. Frantz? Thanks from both of us.

Editor, School Activities:

Would it be possible for me to get about twenty-five sample copies of School Activities for distribution to my class in extracurricular activities?

Merritt N. Flynn
Asst. Prof. of Education

North Dakota Agricultural College
Fargo, N. D.

It would. They are on the way.

Editor, School Activities:

We are now in the process of revising our point system and, naturally, are interested in obtaining any ideas and suggestions that might represent the practice of other schools. Can you help us to get these?

Lois D. Ptacek
McCormick Junior High School
Cheyenne, Wyoming

We'll try, and so will our readers. How about it, R? Will you drop a copy of your plan into the mail for Miss Ptacek? Good!

Editor, School Activities:

On several occasions I have felt the need for a history of activities at our school. I have in mind a well planned form to be completed each year for each organization. Can you refer me to some school or source where I might get ideas for making this a successful venture?

William E. Stokes, Principal
Alma Consolidated School
Alma, Arkansas

No, we cannot, but perhaps some of our readers can. Let's try them and see. Incidentally, this is an excellent idea. Usually only a newspaper, year book, secretary's book, or similar record is kept, and only rarely do these make any comparisons with previous years, or indicate progress over them. Consequently, the average school knows nothing about the relative success of its activities. By all means work out this project, and later give us an article on it.

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How We Do It

C. C. HARVEY, *Department Editor*

OUR PRINT SHOP, THE ALLY OF ALL SCHOOL ACTIVITIES

Perhaps the group in Augusta Louis Troup Junior High School, New Haven, Conn., which does most to aid school activities is the student printers. Since the establishment of our print shop in 1943, this group has been the constant ally of all school extra-curricular activities.

The linotype machine and presses are kept in constant operation to turn out all kinds of printed material used by various groups. **The Troup Trumpet**, which has received national recognition, is printed in the school's print shop. "Troupplings," an anthology written by Troup students and also receiving wide recognition, was printed by students.

The printing staff is annually confronted by a terrific load of work. There are cards, certificates, invitations, programs, and many other items to be printed.

It has been stated that you can build a school around a printing plant. Our principal has stated that he would not be without a print shop in his school. The school is much like a community, and a print shop supplemented by a school newspaper can serve many needs of the school just as a local print shop and paper serve the larger community.

Our print shop is an excellent starting point for aspiring young printers. Many a master printer has opened his career in just such a place. The shop also gives students an opportunity to do creative work. They design and print because they are interested in the activity.

There are thousands of print shops in the junior and senior high schools of America. They perform an invaluable service to those who carry on and participate in the activity programs of these schools. Has anyone ever made a study of the print shop as an ally of school activities? —**Sam Jaffe**, Augusta Louis Troup Junior High School, New Haven 11, Conn.

CAMERA AIDS IN SOLVING BULLETIN-BOARD PROBLEMS

My camera has served me in many matters relating to my profession, but I find that its most practical use is one which occurred to me only recently. It records my bulletin-board arrangements and makes duplication of these exhibits a comparatively easy matter.

In the past, even though certain materials were used year after year to illustrate the same units or areas of study, remembering the arrangement was difficult and often resulted in the conclusion that the exhibit of the materials previously shown was superior to the present exhibit—and much valuable time has been lost in planning the new arrangement. By snapping a picture, processing the negative in the school dark-room, making an enlargement, and mounting it on tag-board of a size comparable to the other pictures and illustrative materials of the picture file, the entire matter has been considerably simplified.

The finished enlargement is printed on matte paper to enable the teacher to make notes directly on it, and mounted on tag-board of a larger size, so that additional notes may be made on the mount material and lines drawn to the item to which reference is made on the margin. Information so supplied will tell where the materials were obtained, sections of the picture-file in which they are stored, cost of the materials, and address of the publishing house in case duplicates are desired.

Many other bits of information could be included and will be quite apparent to all teachers who have previously encountered a similar problem. When new additions are made to the illustrative materials covering the same area, these may also be noted on the larger margin—**Walter G. Zahn**, English Department, Franklin Junior High School, Green Bay, Wisconsin.

SPRING MEANS CLEANING

Spring means cleaning at James A. Gray High, Winston-Salem, N. C. About a month in advance, the Student Organization Board decides upon the exact dates for the annual campaign, which usually occurs about the first of Easter Week.

Before the dates are announced, homerooms begin planning for their own rooms and some part of the campus assigned to them by the Board. A list is then made of the supplies needed, and turned into the office, where they are compiled and ordered. Rakes and dust cloths are furnished by the students.

When the time of the event arrives, all students come prepared to sweep, mop, wash windows, and do other necessary jobs. The first or homeroom periods of two days are devoted en-

tirely to the work. All meetings ordinarily held on these mornings are cancelled or postponed.

As there are many rooms in addition to homerooms, a variety of methods is employed for cleaning them. Library council members and pages are called to the library; and similarly, office pages, to the office.

Only through co-operation and careful planning could the campaign be so successful. Not only the pupils but the faculty also participates in the various tasks. All work together as one team and therefore make it unnecessary to set aside more than two homeroom periods for the work. If extra time is needed, however, volunteers give up their own free time from study halls or after school. No one is required to work, and there is little need for one to be, because everyone recognizes the necessity. Very seldom is there a case of a shirker.

Sponsoring and conducting the campaign are the members of the Interior and Checking Departments, who see that it runs smoothly and that no places are left dirty. By the end of the second day, windows shine, floors have been mopped, furniture is dusted and polished, and everything is clean. In this way, the whole building is left "spick and span" during the Easter holidays, and everyone leaves with a good feeling of a large job well done. Everyone, of course, finds muscles that he did not know that he had before, but no one really minds because the pleasure of returning to and working in a clean building by far exceeds the pain and energy contributed.—**Billy Easter**, James A. Gray High School, Winston-Salem, N. C.

PROMOTING THE SALE OF SCHOOL MAGAZINE

Having handled the advertising of our magazine for several years, we believe that a very successful system of soliciting advertisements has been devised.

Formerly, pupils in the Junior High School, Nashua, New Hampshire, volunteered to obtain advertisements and, as a result, very few offered their services and not many contacts were made. Finally, in order to get wider participation, one pupil was selected from each of the twenty-nine homerooms to serve as representatives of the advertising staff. These pupils met weekly, and were first instructed on why advertisements are necessary, how to obtain them, the price, and how the homeroom members could furnish leads for these representatives. Each homeroom was informed of this during weekly business meetings. A list of suggested merchants was submitted to the representative, who, in turn, gave it to the faculty adviser for ap-

proval, to avoid repetition of solicitation. As soon as permission was granted, pupils set out to visit these assigned merchants to sell space in their magazine. Pupils had been taught how to approach a merchant, what to say, etc. Meanwhile a letter containing prices of advertisements had been sent out to all merchants, informing them that they would be approached soon.

To stimulate interest in the advertising campaign, a contest was held to see which grade (7, 8, or 9) would turn in the most advertisements, and also a contest among homerooms was held. Graphs to show the daily progress of the campaign by grades and by homerooms were placed in a conspicuous place in the building. Formerly we obtained about \$300 in advertising, but the first year our new system went into practice we took in about \$635. Last year it amounted to over \$700.


This method has helped to inform every pupil of the necessity for soliciting advertisements, the money a merchant must pay for the same, how advertisements are written and arranged on a page, and has encouraged appreciation for the contributions by the advertisers. This activity also has furnished the school with a group project promoting co-operation and better school spirit.—**Cecelia Winn**, Junior High School, Nashua, New Hampshire.

SERVICES OF THE MOVIE CLUB AT COLIN KELLY

In the fall of 1946, Colin Kelly Junior High, Eugene, Oregon, became a working organization. As a result and to conform with the philosophy of one-hundred percent student participation in a co-curricular activity, various clubs were formed. The Movie Club was one.

The Club is primarily a service organization whose function it is to plan and present all motion picture programs in the school. This does not take up all the time of the club members, and other worthy activities are carried on.

The Club is operated in a democratic way, with one captain as a presiding officer and a co-captain to assist him when needed. It is the responsibility of this group to formulate the day's program. Here is a typical day's activity

SCHOOL of the Theatre		New Course for
Summer		H. S. Seniors
1949		Apply early to
2 Sessions		Dr. W. M. Lee
UNIVERSITY OF SOUTH DAKOTA, Vermillion		

showing the various phases of this program.

Every morning those students who have this responsibility are designated to check the incoming films to see who has a scheduled visual program for the day. They then inform the movie-club member of that teacher's class of the need for the equipment to be set up for that group. Each class has a member who is qualified to operate visual aids equipment. In turn, it is his responsibility to see that the machines are properly stowed at the end of the day.

We have a noon movie program which involves considerable pre-planning, all of which is done by the Movie Club. For example, chairs must be set up in the auditorium, a crew to supervise their return to the cafeteria, the arrangement of equipment, the taking of money for admission, policing the doors, and many other tasks are involved.

Care of the projector and other equipment is a major responsibility of club members. Special training is given to students who care for equipment.—Russel Tompkins, Sponsor, Movie Club. Colin Kelly Junior High School, Eugene, Oregon.

GOOD MANNERS WEEK

Each year, "Good Manners Week" is observed in the Kimball, West Virginia, High School. At this time, the daily effort to inculcate good manners and culture is crystalized in the production of written essays, posters, a special issue of the school paper, homeroom programs, and other creative work of students.

Our last observance of Good Manners Week was April 26-30, 1948. For that week's assembly program, the juniors planned an original skit portraying a very familiar situation to the students who are transported to the school daily.

The curtain rose on a scene depicting a bus. Chairs were arranged to represent the bus, even to the driver's seat. One student, the driver, was able to imitate sounds so that one could almost visualize a bus starting, and actually being driven.

The first scene showed the wrong way to board the bus, and correct conduct on the bus was amusingly but realistically demonstrated. The conversation and actions brought forth a burst of laughter, but students saw themselves as they sometimes were. Second scene showed orderly students boarding a bus, getting seated in the correct way, talking in subdued tones—in short, it showed the correct conduct on the school bus.

Good Manners Week is not just another special week to be observed in our school—it gives a new emphasis to the importance of etiquette which we believe should be stressed in the edu-

cation of boys and girls.—Wilila J. Page, Kimball High School, Kimball, West Virginia.

DIRECTED PLAY PROGRAM TRAINS SCHOOL LEADERS

When the bell for outdoor recess rings at Paul Revere School, Cleveland, Ohio, the building so quiet in appearance, bursts suddenly into animated activity. The entire school population pours forth onto the playground, covering every available space. From youngest to oldest, each pupil quickly finds the play area in which his own group will play, and he is soon engaged in a vigorous activity in which he can find enjoyment. The playground, so empty and silent a few moments before, is transformed into a well-ordered, but noisy area of play. The speed and ease of this change indicate that much organization preceded ringing the bell.

The playground presents a colorful picture of pupils in action. Younger pupils are found in those spaces closer to the building; the center is occupied by older children, whose group games do not require extensive playing area, although there is sufficient space provided for freedom of movement. Upper elementary boys are engaged in active team games along the outer limits of the grounds, where more extensive play areas are provided.

An interesting fact noted in an overview of the occupied playground is the presence of a variety of colorful materials and equipment. Junior hurdles, hoop standards, bowling sets, easel targets, net standards, jumping ropes, bean bags, and balls are being used by primary children. Older youngsters are making good use of goal-hi's, basketball hoops, and badminton nets, in addition to the usual quota of volley balls and soccer balls.

These materials have been transported to the playground by older boys and placed in an accessible spot from which the squad leaders obtain their needed supplies. At the close of the recess period, materials are returned to this spot, so that they may be carried back into the building.

At Paul Revere School, outdoor play at recess stems directly from the regular physical education periods in which each class participates.

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Indiana

During those periods children enjoy active games suited to their interests and abilities, and they develop skills in the use of various types of materials. The pupils select their recess activities on the basis of their own desires and interests, limited only by the dictates of common sense and availability of supplies. When activities have been determined, required materials and supplies are assembled, small items are placed in baskets or other containers, and a committee of boys transports the supplies to and from the playground.

Organization of play groups for recess also stems directly from regular physical education periods, for the personnel of the squads remain intact on the playground. Groups continue unchanged throughout the season, and the boys and girls return each day to the same play area. Activities are changed frequently to give each group opportunities to enjoy a variety of experiences.

Outside play is under the direct supervision of squad leaders, who are chosen by the pupils themselves. Teachers guide and support these pupil leaders, but the children are encouraged to assume the responsibility of meeting and mastering their own problems. To facilitate the solution of difficulties, squad leaders meet regularly with a teacher adviser.

As the bell rings for the close of the play period, children return to the building in an orderly way and happy frame of mind. Indoors the democratic practices learned through wholesome group play continue. Thus the youngsters are being equipped to take their places in a democratic society.—Gladys Stevens, Paul Revere School, Cleveland 5, Ohio.

OUR "CHIZZLE WIZZLE" FAIR

"Chizzle Wizzle," our annual all-school fair at Cony High School, Augusta, Maine, is in its fifty-eighth year. The first two nights of the fair feature a minstrel show. The third day there are matinee and evening performances of a play. The affair closes with a grand ball on the fourth night. The halls of the school are colorful with booths sponsored by classes. Competition is keen to see which class can earn the most money.

Cony's annual school fair is run entirely by students under the guidance of the Student Council and Principal. A president and treasurer are nominated from the senior class. In addition to these, the upper classes elect two senior girls, one senior boy, two junior boys, and one junior girl. This committee of eight elects its secretary and assistant secretary.

The president assigns a specific job to each

member of the committee, such as chairman of properties, booths, decorations, or costumes. Students from the entire school are eligible for other committees such as class booths, back stage, make-up, etc. All members of the faculty have a part, either in general supervision or as special advisers. Faculty advisers of the four classes automatically become the counselors of the class booths. The fair committee selects a teacher to serve as interlocutor for the minstrels.

The play is produced under the supervision of the speech department and any student may take part in it.

Results of the fair last throughout the year. The proceeds go into the General Activity Fund. Out-of-state trips by music groups are financed by money earned at the fair. It bought new bleachers and visual aids equipment for the school, aided the program in physical education, and furnished special assemblies.

"Chizzle Wizzle" has stood the test of time. The city of Augusta co-operates yearly to make it a traditional success.—William A. Macomber, Principal, Cony High School, Augusta, Maine.

A LITTLE IDEA AND HOW IT GREW

It all began when Mary Jane, a member of the Distributive Education class at Boyden High School, Salisbury, N. C., got a job at Wheeler's Department Store. Personal appearance, as such, had occupied a secondary place in D. E. class units until that time. Pressed clothes and shampooed heads had always been some of the accepted musts for any job gotten as part of D. E.; they had never been personal problems with DEers. When Mary Jane, who used lipstick too freely and water too sparingly, enrolled, the class had accepted her with personal politeness. When she went on the job, that was another matter; the reputation of the class was at stake.

"Mary Jane is at the jewelry counter, at the front of the store—she had a dirty collar on that blue dress yesterday—her hair is so greasy—" ran the grapevine version of the story. "We've got to do something with her!" and they did. By the end of the term, Mary Jane was truly a credit to the untiring efforts of the class.

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Having experienced the pleasure of seeing one transformation in the making, the group looked for another shortcoming worthy of their efforts. **Your Manners Are Showing** by Betty Betz, with verses by Anne Clark, struck a spark of interest which quickly spread through the whole school. Posters, suggested by the illustrations of the book, appeared in corridors and the homerooms. These were accompanied by jingles which, for example, suggested:

"When Dick invites you out to eat,
The waiter guides you to your seat;
No need to wonder what to do—
You follow him; Dick follows you."

In homerooms all over the school, DEers led discussions: dating, clothes, gifts for one's steady, introductions, etc., and everybody had a good time. "Let's have more of this," urged the student body as the study was completed.

The widespread interest was responsible for the D. E. group's sharing the film, *Good Grooming*, a Pond's production, with the students of the entire school. In connection with good grooming in general, special stress was laid upon hair. A local beauty shop owner gave about five hours of her time to Boyden. The fact that she had studied in New York and worked in Hollywood added a touch of glamour to her appearance.

Haircuts were demonstrated, shapes of heads studied, and individual problems discussed. The good grooming project was definitely a big success. The D. E. group is taking advantage of the enthusiasm to build other projects. What will be our next venture? Whatever it is, the boys hope they will be included; they felt discriminated against because they were for the most part left out of the good grooming activities.—Mabel Lippard, Boyden High School, Salisbury, N. C.

LEARNING TO LIVE AND WORK TOGETHER

Learning to live and work together is the keynote of school life at the Alexis I. du Pont High School, Wilmington, Delaware. Although our operetta is only one of many interesting programs, we feel that it gives a picture of that which we seek to accomplish in our activity program. The operetta is a school project in which the art, the typing, the home-living, and the English departments assist the music department.

Leads are selected by the choir, which is composed of fifty mixed voices. Any choir member is eligible for a lead. Leading roles are chosen on the basis of musicianship, dependability, cooperation, and responsibility. The selection is by secret ballot.

Pupils realize that the success or failure of

the operetta depends upon their choice of the leading roles. No Metropolitan audition is taken more seriously than this. Try-outs are held in the evening from seven-thirty to ten-thirty. Attendance is not compulsory, but every member is almost always present. Twenty-seven students tried out for the ten leading parts in Gilbert and Sullivan's operetta, "The Pirates of Penzance."

In this co-operative adventure, students learn first-hand the importance of working together and of assuming responsibility. With a cast of fifty, they took care of entrances and exits, and no one was needed for discipline.

Students in the art department designed, painted, constructed all sets for the production and took care of the lighting, and the make-up. The home-living department made the costumes. The typing department produced the programs. The English department handled all publicity.

"Pirates of Penzance" in its final production was representative of the co-operative spirit and work of our students. The rapt and satisfied looks on the faces of the young audience gave proof of the success of the undertaking.—Beatrice Harlor, Director of Music, Alexis I. du Pont High School, Wilmington, Delaware.

STUDENT ACTIVITIES DAY

One of the occasions eagerly awaited at Sedgwick Junior High School in West Hartford, Connecticut, is Student Activities Day. On that day, the teachers take a back seat and the students take over.

Ninth graders act as principal and secretary and teach all classes. It is always greeted by the other students as a refreshing change to have their classmates explaining new work, directing activities, giving quizzes, or calling for recitations. Student teachers themselves react in various ways: some consider joining the teaching profession; some have new understanding for teacher's problems; all find it a valuable experience.

This experiment was set up by the student council, who handle the arrangements through a committee. Classes are assigned early so that each student teacher will have ample time to interview the teacher of his subject and prepare his lesson.

The students themselves are made ready for

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their part in the experiment by an address by the student principal at the beginning of the day. They know that the success of the plan needs co-operation from all.

At Sedgwick Junior High on Student Activities Day, 1948, over sixty-five ninth grade students had the opportunity to see the classroom as the teacher sees it.

Sedgwick's Principal, Mr. P. D. Graybeal, commented on Student Activities Day as follows: "This occasion was evidence of the fine leadership available at our school. It also proves to the public at large that youth can still be serious-minded and carry their share of responsibilities. Experiences like this event are positive evidence that we are developing leaders equal to or better than the youth of a generation ago. Let's not make the mistake of thinking youth of today is lacking in any respect."—**Grace E. Crofton**, Teacher-Librarian, Sedgwick Junior High, West Hartford, Connecticut.

HERE'S OUR WAY IN VISUAL EDUCATION

Audio-visual education at South High School, Omaha, Nebraska, has reached adult status. Since 1925 the school has used every available audio-visual aid to make learning more realistic and meaningful for boys and girls.

The program is not limited merely to motion pictures. It includes radio, bulletin-boards, projectors, exhibits, and other devices. The program permeates almost all curricular and extra-curricular activities of the school. Clubs, homerooms, assemblies, special programs, noon-hour entertainment, as well as classes, find audio-visual devices interesting, economical, and efficient.

Today our school has projectors in every department. Students of the Visual-Aids Club learn to operate all equipment, to keep equipment in order, and to help in general with the program. Some projectors are in use about ninety-five percent of the school day.

The program is planned as far in advance as possible. For example, selection of films begins about the middle of the semester, and schedules and bookings are completed for the succeeding semester at that time. After the films have been used by a group, they are carefully evaluated to determine if they are the best which can be secured. If a film receives unanimous approval, it is retained. If the film proves only fairly satisfactory, it is replaced if newer and better replacements can be found. If it is judged unsuitable, it is discarded.

In the future, we hope to build up our own film library and to give students a much greater part in evaluation of films. We are proud of the

progress which has been made, but we realize that much pioneering remains to be done. We have found that all students profit very much from the use of visual aids. But the slower students (many of whom have reading difficulties) receive tremendous benefits from the program.

Many schools are looking for better ways of arousing the interests of their students. Use of audio-visual aids is one solution to the problem. It can help to enrich the entire program of the school—both curricular and extra-curricular.—**Dr. E. J. Kuncel**, Head of Social Studies Department, South High School, Omaha, Nebraska.

THE EDUCATIONAL VALUE OF STAMP COLLECTING

The next time you mail a letter or receive one, notice the small piece of gummed paper affixed to the envelope. A stamp, the instrument used by a government to collect revenue for the operation of a postal system. And yet, if you examine it closely, you'll find that it's more than that—it is a page of history, an era of science, a work of art.

The educational values of stamp collecting have long been recognized. The inter-relationship of such subjects as history, geography, science, mathematics, and language with stamp collecting is evident. As a leisure-time activity it is unsurpassed. The opportunity to meet people and establish friendships based on common interest is always present—the appeal of collecting stamps is universal.

We organized a stamp club in our junior high school. Its membership totaled some twenty students, each displaying the fervent interest common to adolescents. A program was worked out which would survey the entire field of philately (i. e., how to get started, where to find stamps, general collections, etc.) Regular meetings were held, and local collectors were in-

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vited to attend. As the students progressed in their knowledge and appreciation of the hobby, individual students became interested in exploring specialized fields and their findings were reported to the group. The high-spots of several meetings were illustrated talks given by members connecting stamps with a school subject (for instance—the United States National Park issue which pictures the different parks throughout the country was “tied in” with the seventh-grade study of United States geography). The culmination of the year’s work was a stamp exhibition sponsored by the club.

This club had an influence upon the school. Those pupils participating in the club demonstrated marked academic improvement. Interest was developed among other students in the hobby. Several teachers used stamps and the stories behind them as a form of motivation in their particular subject.

Through the creation of this stamp club, we feel that we have enriched our school life.—**John Kinney**, State Teachers College, Montclair, New Jersey.

SOMETHING UNIQUE—A HIGH SCHOOL ART GALLERY

In line with new ideas of art education, an art gallery has been established at Eastern High School, Washington, D. C. Its purpose is to exhibit the work of students and outstanding artists of the District of Columbia.

The functioning of the gallery will be directed by the Art Squad, a group of boys and girls with special interest in art, under the leadership of Mr. Leon Berkowitz, art instructor.

Also the group has undertaken the job of dressing up various rooms in the school in the vein of the subject taught in that room. The English classes are decorated with pictures depicting scenes from famous literary classics, while Spanish rooms have murals in the motif of rural Spanish life. This idea is carried out in all the rooms that are decorated.

The Squad exhibits pictures in the gallery which gain special recognition in art classes for study and comment by the students. Jack Perlmutter, a noted Washington artist, is planning to give the first exhibit at Eastern, when he puts on display a collection of pen and ink drawings in an abstract vein which he terms his “Blacks and Whites.”

Through these projects, which are now in the “building-house” stage, the Squad hopes to bring to many students a better understanding and appreciation of art.—**Bill Atchison**, Eastern High School, Washington 3, D. C.

TOLERANCE IS MORE THAN A WORD TO OUR STUDENTS

As a result of a project of our school newspaper, *The Panorama*, “tolerance” has become more than a word to the students of Central High, Binghamton, N. Y. It has become synonymous with “brotherhood” and “fair play” in the minds of students.

In 1946 the school paper started a project to get students to think about tolerance and such related problems as racial discrimination. First, they used “the power of the press” to get all English classes to let students write essays on the topic. When the best of these were published in the paper, the ideas expressed caused much interest and discussion.

The paper decided to capitalize on this interest, and the best ideas which students had expressed were compiled in booklet form. The booklets were distributed throughout the student body, placed in the school library, etc. Excerpts from the booklet found their way into city newspapers, speeches, discussions, etc. Many groups in the school took up the project of spreading enlightenment on tolerance. It has received much emphasis in the school since this first impetus.

Each year the English classes repeat the project of letting students express their ideas on tolerance. We believe that our school is really doing something to teach tolerance in an effective way and that the school paper is responsible for this emphasis. The booklets which contain statements of students on the topic show that they are doing serious thinking. These statements prove that Central High students are ready and willing to accept the challenge that is before them in doing their part to make this world of ours a better and happier place in which to live.—**Phyllis Allen**, Central High School, Binghamton, N. Y.


AN UNUSUAL ORGANIZATION—OUR H. S. PHOTOCOPY CLUB

Outstanding and unusual among the organizations at Woodrow Wilson High School, Washington, D. C., is the Photocopy Club. It has this distinction for several reasons.

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The function of this student group is to duplicate the school records of those students who send in college-entrance applications. As colleges and universities send in requests, the office turns them over to the photostaticians.

Material is taken from school files and literally photographed, after which prints are sent out, and the originals are restored for future reference. It is evident that this practice is of paramount value to the office staff as a time-and-labor-saving device.

At least one, and often up to seven requests are received for every graduate who enters a school of higher education. Most employers of skilled or experienced workers require the person's high-school records and recommendations; the responsibility for supplying them is assumed by student photocopyers.

The Photocopy Club boasts over twenty boys and girls with common interest, photography. Every afternoon, three of them are delegated to operate the photostat machine. This instrument is about three feet long, and consists of an adjustable copyboard in the front, an illumination system, several lenses, and a rectangular metal box containing the ingredients necessary to develop the prints. When a photostatic copy is in order, the original is first adjusted on the copyboard, which is in a horizontal position. Then, after focusing the lense, it is photographed. These photos are next fed into developing compartments contained in the machine along with facilities for fixing, exposing, washing, and drying the prints into finished products ready for mailing.

The Club, which is now in its second year, was founded by the former Vice principal at Wilson, Dr. Estelle Phillips. The members have a formal constitution which stresses that each boy and girl must have a lively interest in photography. This is the final reason for the splendid record of the group, for it provides these students with the companionship of schoolmates with a liking for the same hobby, and an opportunity for new discoveries in the field of photography.—Margo Rogers. Woodrow Wilson High School, Washington 6, D. C.

ACTIVITIES PRESENTED OVER OUR PUBLIC ADDRESS SYSTEM

Because Miller Vocational High School, Minneapolis, Minnesota, does not have an auditorium, the Public Address System plays an important part in the life of the school.

Every Wednesday morning the Radio Club assumes responsibility for a program. On Tuesday, after school hours, members in charge meet

in the clubroom and help those who are to read the script, which has been prepared either by the students themselves or by their respective advisers. The readers do not have to belong to the Radio Club, since such an arrangement would greatly limit the opportunities of others in speaking before the microphone.

However, the continuity that molds such a program together must be prepared by the club announcers who introduce the readers. Often the club announcer chooses a theme and tries to weave the program about that in order to give it some semblance of unity. If a week is dedicated to some particular ideas such as the Pan-American Union, or Brotherhood, or Fire Prevention, he does not have to look very far for a theme. Holidays, such as Christmas or Easter, are also often used as unifying topics.

Using this central theme, the announcer opens his continuity with an introduction which he hopes will attract the attention of the student body. Next he prepares an introduction for each of the students who is to read. Once these are all provided for, he must prepare a conclusion that will somehow bring the program to a suitable climax.

This whole program, as we have already intimated, is prepared the evening before. Then on Wednesday morning, the Radio Club and the readers meet in the broadcasting room. From there on, the club announcer takes over and with the help of the radio technicians puts on the morning program.

But the Public Address System at Vocational has another very important use. Every other Friday an entertainment program is given. During the course of the year, the Radio Club provides for one or two of these, but the others are sponsored by different departments of the school.

These programs are diversified. Sometimes, outside talent and speakers play an important part. Occasionally the students of Vocational write their own plays, skits, and other scripts and produce their own shows. In almost every case the Glee Club or the school band are asked to participate.

In short, the public address system at our school, in addition to the school paper and the student council, serves as a means of unification, and gives the school that central heart which every large educational system needs if it is to have any corporate life at all.—BERNICE E. EICH, Miller Vocational High School, Minneapolis, Minnesota.

Camping in Southern California

(Continued from page 220)

to travel any distance from home. The Office of Defense Transportation, however, authorized the provision of extra gasoline, as it did in most similar situations throughout the country, for the transportation only, however, of youth groups to mountain vacation centers or camps.

Under these circumstances the Recreation Department found that Camp Seeley could be widely used only if it were placed upon an organization basis such as was in effect at Camp Radford. This was done. The result was so great a demand by organizations for use of Camp Seeley as well as Camp Radford that the Recreation Commission has continued to pursue this policy even after the War. It has been found that more persons can actually be served with mountain vacations in this way than under the prior system, and the purpose of the camps therefore can best be achieved in this way according to the persons responsible for this public service.

Camp High Sierra, however, has been re-established after the War as a family vacation camp. Interest in the High Sierra country has mounted to unprecedented heights. Almost before Camp High Sierra opened for the season this last summer the record shows that virtually every reservation for the entire season has been spoken for.

As an outgrowth of its interest in the High Sierras, the Recreation Commission of Los Angeles has, I am told, broadened its views on the possibility of Recreation service to Los Angeles residents to visit this area. The Water and Power Department of the city owns large holdings of land throughout the region, which were acquired for the purpose of developing the supply of water for Los Angeles. The Recreation Commission and the Water and Power Commission have seen the possibility of developing some of these holdings in order to serve the recreational needs of vacation-seekers. One example of this new program was the establishment of municipal boating and fishing facilities at Crowley Lake. Crowley Lake is a large reservoir some ten miles in length and five miles in width, situated in Long Valley, within eighteen miles of Camp High

Sierra. Desiring to protect the water against pollution and yet enable anglers to use its trout-filled waters, the Water and Power Commission and the Recreation Commission agreed upon a plan of operation. Under this plan the latter has established boathouses, docks, and other public conveniences; has provided a fleet of small motor boats for fishermen to rent, and has established safety regulations and a regular lifeguard patrol on the lake. The place has quickly leaped into fame as one of the greatest trout fishing lakes in America and has amply demonstrated the efficiency of the Municipal recreation program for the benefit of the residents of a large city, even when they are on vacations more than three hundred miles from home.

Even more interesting than this is the fact that California, and Los Angeles in particular, once more illustrates the possibilities of fine cooperation and coordination of public departments for the good and welfare of its citizenry, thus creating greater efficiency and economy in the conduct of service for its citizens. The cooperation of School and Recreation Departments is another of these fine examples of California's far-sighted plans of using the best efforts of specialized services of contiguous departments.

Commuters Don't Miss a Thing

(Continued from page 223)

strange places", and "following a road-map".

Nor is that all. At various times during the week, one-third of the students study musical instruments through individual lessons or ensemble work, and the ninth graders are given an "elective period" each day, when they may study stage or radio dramatics, take a course in typing (if they're not commercial students) and learn the techniques of handling portable typewriters, or do additional work in shop or home economics.

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Publications are not forgotten, either. The school newspaper staff meets once a week during club period to plan the details for this four-times-a-year periodical, and the school yearbook staff meets as a ninth grade "elective" to produce that publication.

While it was deemed vitally necessary to get as many activities within the school day as possible in order that "all the children of all the people" might have an opportunity to participate in them regardless of accident of residence it should not be inferred that there is no after-school program at all. Quite the contrary! The physical education department provides a full program of intramural and 'varsity sports in all three seasons for girls as well as boys. Social events, from small group affairs to full-class parties, are held regularly, too.

Twice a year—at Halloween and Christmas—parties are scheduled by cancelling classes during the school day but at other times the girl scouts, the honor society, the sub-deb club and other similar organizations plan and run dances and parties between 3:30 and 5 p.m. After-school and Saturday trips by such organizations as homeroom units and social studies classes are encouraged but these are never held without the co-operation of the parents, which is obtained by sending home complete information about the proposed event.

The development of the centralized school, brought about by the creation of a fine transportation system, has done much to advance the education of our boys and girls. The program of extra-curricular events which gained prominence in a latter day, however, could not be fully developed and enjoyed by those living at a distance because of the limitation of this very transportation arrangement. That is, not until it became administratively possible to bring these "extra" things within the limits of a school day regulated by "arrival" and "departure" of the busses.

Now our commuters don't miss out on a thing!

Comedy Cues

AN EASY CHOICE

The teacher, wishing to arouse the interest of her Sunday School class, asked them to write down the names of their favorite hymns.

All the scholars bent their heads over pencil and paper for a few minutes and handed in their slips of paper. All except Jane.

"Come, Jane," said the teacher, "write down the name of your favorite hymn and bring me the paper."

Jane wrote, and with downcast eyes and flaming cheeks, handed the teacher a slip of paper bearing the words, "Willie Smith."

—Balance Sheet

"How long did you work at the other place?"

"Twenty-nine years."

"How old are you?"

"Twenty-four."

"How could you have worked there twenty-nine years when you are only twenty-four?"

"Overtime!"

HIGHEST PERCENTAGE

A small boy came home from school one day proudly exhibiting a book, which he said he had won for accuracy in natural history.

"However did you do that?" asked his mother.

"The teacher asked how many legs an ostrich had, and I said three."

"But an ostrich only has two legs," his mother replied.

"Well, all the rest of the class said four."

—Michigan Education Journal

IT'S THE TRUTH

The preacher came along and wrote upon the signboard: "I pray for all."


The lawyer wrote beneath: "I plead for all."

The doctor added: "I prescribe for all."

The plain citizen wrote: "I pay for all."

—Scholastic Magazine

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